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AUTHOR Abrego, Phil; Brammer, Lawrence
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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for adults in helping roles who are experiencing or anticipating life transitions affecting their careers, or who work with others facing such transitions. The goal of this module is to help participants develop skills in coping to order to manage change in their work environments. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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DEVELOPING COPING SKILLS FOR CAREER RELATED CHANGES

MODULE 42

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Phil Abrego
University of Washington

Lawrence Brammer
University of Washington

March 1979

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COORDINATOR'S GUIDE

INTRODUCTION

MODULE GOAL

This module is directed toward adults in helping roles who are experiencing or anticipating life transitions affecting their careers or who work with others facing such transitions. It is designed to provide participants with concepts and skills to manage change especially in their work environments. The activities in each unit are applied to current personal transitions experienced by the participants. The ultimate goal is the positive impact participants will effect on students and colleagues who are facing personal changes.

MODULE OBJECTIVES*

On completion of this module, you will be able to:

1) Demonstrate a basic vocabulary on coping skills and change theory.
2) State important assumptions about the nature of change.
3) Describe methods for teaching four groups of coping skills to others.
4) Describe important design principles for a plan to teach basic coping skills to others.

*The criteria for attainment of the outcomes are available in the Coordinator's Guide.

INTRODUCTION

This module provides a framework for learning to cope with career related transitions. Our approach is based upon "self-management" theory. This theory suggests that individuals can manipulate certain aspects of their environment, over which they have effective control, so as to stimulate or regulate other behaviors which are not under such control. The unique aspect of this approach is that it is a self-imposed intervention strategy for personal change.

Self-management is a highly cognitive approach to establish or increase behaviors adaptive to change. Self-management emphasizes several important processes related to effectively managing personal transitions:

A. Self-observation - observing one's own behavior and its consequences to become aware of one's own current style of managing transitions.
B. Self-evaluation - making comparisons between what we <u>are</u> doing now to cope with transitions (based on self-observation) and what we would <u>like</u> to be doing (based on our values).
C. Self-reward - supplementing external reinforcements with more intentional self-rewards to reach desired goals.

These processes are discussed in relation to five skill groupings relevant to managing transitions:

1) Perceiving and responding to transitions (Units I, II)
2) Building and utilizing
3) Reducing emotional and psysiological distress (Unit IV)
4) Planning and implementing change (Unit V)
5) Teaching others about managing transitions

These skill groupings are listed as 28 specific skills in the appendix of this module. Although these skills are underlined in the appropriate module sections, you may find it helpful to refer to the appendix as you complete each module unit.

Several important assumptions underlie the approach and activities of this module:

1) Transitions and changes are continuous but can be managed. Although change has no "easy cure," it is possible to cope effectively with change and thereby increase one's life satisfaction.
2) Individuals are largely responsible for what happens to them. Through knowledge of how to use self-reinforcement to increase and decrease certain responses, people can enhance certain actions consistent with their personal values.
3) Proactive planning promotes self-satisfaction. Individuals who clarify their goals and exert positive planning will experience greater career satisfaction and performance.
4) Awareness of the nature of the change process will reduce the severity of unproductive reactions to a variety of career-related changes.

You may find that your own personal values conflict with one or more of these assumptions. Perhaps this can provide you with an opportunity to clarify your own beliefs about your ability to manage change.

AN EXPERIENTIAL APPROACH

This module format is experiential, which asks that participants be actively involved in applying concepts and skills toward a particular transition they are experiencing or anticipating. The module exercises emphasize independent work combined with some small group experience to clarify and amplify individual experience. Although the module exercises emphasize personal application of skills and concepts, participants are highly encouraged to discuss alternate methods for teaching these skills to others. Time will be set aside for such discussion following each unit. You will be asked to integrate your ideas in unit VI and in the module assessment.

Since adjusting to personal transitions is often a difficult and painful matter, several points regarding the process of the module should be stressed:

1) All participant sharing is to be voluntary. Participants are not expected to share experiences they prefer to keep private.
2) All group sharing is to be held confidential. No one is to discuss personal experiences of others outside of the group.
3) No judgments will be made regarding the adequacy of any participant's prior coping behaviors. Emphasis is placed upon developing more individually satisfying coping skills.

MODULE OUTLINE

Learning Activity	Completion Time	Module Objectives Reached
Module Orientation	1/4 hr.	
Unit I: Perspectives on change	1 hr.	1,2
Unit II: Conceptual Framework	1 1/2 hr.	1,2,3
Unit III: Building and Utilizing Support Systems	1 1/4 hr.	3
Unit IV: Reducing Distress and Managing Stress	1 1/4 hr.	3
Unit V: Decision-Making and Implementation	2 1/2 hr.	3
Unit VI: Teaching Others about Managing Transitions	1 1/2 hr.	3,4
Postassessment		
Total Time	8 - 9 1/4	

GLOSSARY

Career: The pattern of activities and experiences that make up a lifetime of work, learning and leisure. The term is broadly defined here to include occupational and educational choices and patterns as well as other aspects of a person's life such as personal and social behaviors, skills, social responsibilities and leisure activities.

Change: A general term referring to an alteration in the state of an organism. Denotes a variety of biological, physical or psychosocial transformations.

Cognitions: The continuous stream of thoughts or mental images occurring in an individual's mind.

Coping: Problem-solving efforts made by an individual when the demands s/he faces are highly relevant to his/her welfare and tax his/her adaptive resources.

Risk Value: A numerical indicator of the potential risk involved for a particular consequence.

Self-Management: A self-imposed intervention strategy for personal change.

Self-Talk: An internal dialogue within an individual relating to current decisions and plans.

Stress: A complex cluster of psychological, physical and social responses when the integrity of the organism is threatened, or a condition when the adaptive capacities of the person are taxed. Stress is used as a descriptive term primarily for a response. The term stressor is used for the stimulus event.

Transition: A particular type of change process in which an individual a) experiences a personal awareness of discontinuity in his/her life space and b) must develop new behavioral responses to cope with the situation.

Attitudinal Skills: Mental sets which increase the likelihood that an individual will approach a problemmatic situation in an effective manner.

UNIT I: PERSPECTIVES ON CHANGE

It has been suggested that the only certainty in life is that we will continue to experience personal change. If we are not in the midst of a particular transition ourselves, it is likely that we know someone who is experiencing change. The purpose of this unit is to provide you with a wider perspective on the continual occurrence of problematic change events as a normal part of life. By examining evidence from research and your own experience, we anticipate that you will develop a clearer understanding of your own change process.

LIFESPAN DATA ON TRANSITIONS

Various researchers (Lowenthal, Thurnher and Chiriboga, 1975; Neugarten, 1976; Levinson, 1976) have discussed adjustment to personal transitions throughout the life cycle. Lowenthal's study examined the responses of high school age, newlywed, middle age and preretirement groups to various transitions. These groups of urban, middle class men and women were found to differ in their response to life transitions according to life stage and sex. Each group was found to anticipate different life changes, face different sources of stress and cope differently with stress. Since the results of Lowenthal's study generally are representative of other studies of adult transitions, we primarily review these results.

Over the life span, men and women perceived different sources of stress related to change. The most salient areas of stress for women were (in descending order of stress) education, family, health, dating and marital relationships and work (own and husband's). In contrast, the most prominent stress areas for men were education, work, residential changes, marriage and dating relationships, military and family.

The perception of stress also differed among age groups. The younger groups indicated experiencing a greater degree of stress. Among high school students, boys experienced primarily "positive" stress. Ninety percent of the boys looked toward

the next five years as being better than the previous five. In contrast, the majority of high school girls felt that they had "reached their peaks". They showed the least amount of future planning of any age group. Many looked primarily to future marriage as their next transition. The newlywed group reported the greatest happiness of any age group as well as the greatest positive stress. For both of these younger groups, much of their stress was associated with education and geographic moves.

Middle age tended to be a period of greater negative stress. This was the most unhappy period reported in Lowenthal's study. Only ten percent of men and eighteen percent of middle aged women felt that the next five years would be better than the previous five. The sources of stress for women were located often in their children, spouses, parents and friends. The women were the least self-confident of any age group and felt unsure about their ability and motivation to realize their goals.

Middle aged men reported a great deal of stress around their work including the possibility of changing jobs, getting hired, fired, promoted or being unemployed. Retirement, usually considered the next transition, was viewed with mixed feelings of anticipation and apprehension.

During the preretirement period stress became more positive. The majority of men were undecided about whether the next five years would be better or worse than the previous five. Still, thirty-five percent of men viewed the next five years as likely to be worse whereas twenty-five percent viewed the next five years as better. The women were more optimistic during this period. They had passed through the "empty nest" period and were setting goals for good health, avoiding stress and meeting the needs of increasingly dependent husbands. Planning remained limited during the preretirement years. Plans were often limited to the details of a post-retirement vacation.

The researchers discovered that stress begins to impact people in new ways as they grow older. Significant others often become sources of stress. For instance, children are most often a source of stress to parents. Other sources include the health and death of parents, friends and spouses.

In later years the absence of changes or new life events may constitute a crisis. This lack of change is often experienced as being "off time" with respect to a "social clock" (Newgarten, 1976). An individual believes he has failed to attain the expected role of someone his age. For instance, one worker who had reached a peak in promotion and salary increases began to feel a malaise about her work. Another person gave up her job goal of reaching the job level she had hoped to reach before retirement.

PERSONAL CONTROL OVER TRANSITIONS

Among all four age groups, the researchers found that the people's sense of having any control over their lives varied from active control to complete passivity. Nearly one third of those studied reported they had no control over the timing or the consequences of their transitions. It was found that younger people were only slightly more likely to feel in control than older ones. Women generally had less sense of being in control than did men. Middle aged parents were the most likely group to experience helplessness. Lowenthal concluded that this sense of inner control over events was the most important determinant in holding a positive outlook toward transitions and planning for the future.

ACTIVITY: LIFELINE

In this "lifeline" exercise you are asked to reflect on some of the important events in your life. You will graph these events along a time by self-esteem matrix (see example next page).

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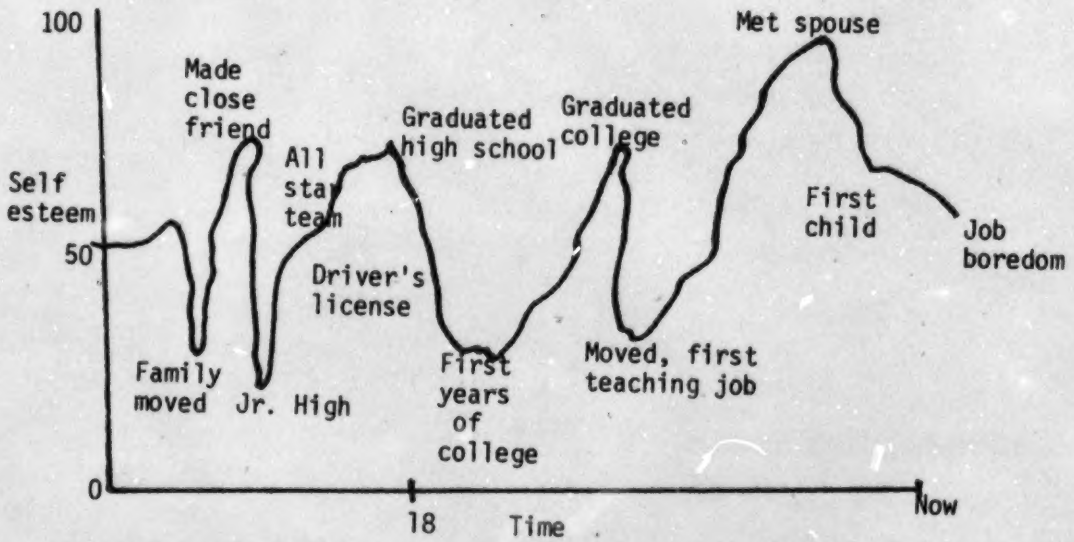
1) In order to be able to graph the changes in self-esteem you've experienced, you will be asked to close your eyes. Take a few minutes to reflect upon an experience or time in your life when you felt very good about yourself. Use the experience as the "100 mark" or upper limit to your self-esteem axis. Now, think back to a time when you really felt rotten about yourself. Let this feeling be a score of "0" on your self-esteem axis. Next, think about an experience or a time when you felt somewhere in the middle between those two feelings as a midpoint of "50" to measure your self esteem. A sample graph is illustrated.



2) Label the peaks and thoughts so that you can recall the associations connected with them.

3) Draw your own lifeline on the following page. Then, answer the reflective questions that follow. After your Module Coordinator has given you time to answer these questions, you will be asked to share your responses with another person. The Module Coordinator will then ask your entire group to discuss what you have learned from this exercise.

FORM A

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4) As you reflect on the transitions you've experienced throughout your life, consider the following questions.

4a) What were some of the factors that made the changes occur (i.e., people, job, school, living situation, values)?

4b) What were some of the obstacles in these situations that you had to overcome in order to change (i.e., financial, psychological, interpersonal)?

4c) What are some of the things (personal qualities, attitudes, resources, behaviors) that you have used to cope with difficult situations?

DISCUSSION AND APPLICATION

This exercise introduces you to the first group of coping skills referred to in module objective 3. These skills involve our attitudes towards change. Our attitudes towards change hold an important relationship to how we interpret events. The attitudes illustrated by the "lifeline" exercise are:

1) Problematic situations constitute a normal aspect of living and you can cope with most of these situations effectively.
2) You have demonstrated a variety of personal strengths that have helped you to cope with changes in the past.

Even though you may feel you were a miserable failure at coping with some of these events, you demonstrated some form of coping behavior that allowed you to make adjustments. We believe that events perceived as "failures" often represent skill deficits. In this module, we will present you with concepts and skills which you may find more satisfying in adapting to future changes.

For now, let us return to the effects of perception on how you manage change. Your initial interpretation of a situation will determine your style of responding to change. Your emotional responses and to some extent your physiological and performance measures are in part a function of the cognitive appraisal which you make of that situation. If you believe that you are powerless to respond to change (as did many people in the Lowenthal study) you are not likely to make any attempt to respond. It is more likely that you will take a fatalistic "What's the use?" stance. You'll feel threatened by change, defeated, hopeless, and anxious; you will probably avoid making any proactive response. On the other hand, if you hold a perspective that you have made it through some hard times before and that it is possible to cope with problematic situations, you will be more likely to respond to change in an effective way. You will feel more assured and calm; and you will behave in a more constructive manner.

UNIT II: CONCEPTUAL FRAMEWORK

FOR CHANGE

CHANGE THEORY

This unit presents concepts and skills related to module objectives 2 and 3. It outlines some theoretical background on the nature of the change process. You may compare this information with your own experience so that you can better formulate a personalized theory of life change. Additionally, the awareness of this process should prove helpful in perceiving more accurately how your current experience fits into your own theory of life change.

In discussing your lifeline exercise, you probably became aware of the variety of transitions that you have experienced. You may have discovered that some of your most stressful transitions were not stressful to others. For example, geographic changes prove stressful to one person, yet, that same change seems routine to another who had moved many times as a child and is accustomed to geographic moves. What, then, is a transition? Is it a period of change, such as adolescence, defined as a transition by social consensus? Or, are transitions personal experiences affecting each individual uniquely and are not definable by social consensus?

INDIVIDUAL RESPONSE TO STRESS

Since our approach emphasizes each person's individual adaptation to change, we will define transitions as those events in which an individual:

1) experiences a personal awareness of discontinuity in his/her life space, and
2) must develop new behavioral responses because the situation is new and/or the required behavioral adjustments are novel (Hopson and Adams, 1977). Whereas, the term "change" refers to a general change in the state of the organism, transitions are a particular type of change that includes awareness and new behavioral responses.

There are a number of factors which influence both the response style to transitions and the impact of stressful events upon people. These factors include cultural differences, characteristics of the stressful event, interpersonal supports and individual coping skills.

CULTURAL INFLUENCES

A response to change depends in part on cultural supports. These supports are the customs, rituals and prevailing social attitudes that support or hinder adaptation to change. Different cultural traditions and beliefs will affect an individual's appraisal of a transition. For instance, aging and retirement may be valued within one culture, such as the Bushmen of Australia. Older people assume positions of honor within the family system. In Western industrialized cultures, aging is seen as a decline in productivity and few important roles are provided for older persons. The transition of retirement or aging is likely to be more stressful in the latter culture where greater loss is associated with the transition.

QUALITIES OF THE CHANGE EVENT

The characteristics of stressful events may also influence an individual's response to change. These characteristics influence an individual's perception of a transition as positive or negative. Characteristics found to be significantly related to the impact of transitions can be listed across a continuum reflecting the degree of impact they are likely to elicit.

Less Stressful	More Stressful
Predictable	Unpredictable
Voluntary	Involuntary
Familiar	Unfamiliar
Of low magnitude (degree of change)	Of high magnitude
Of low intensity (rate of change)	of high intensity
	(Hopson and Adams, 1977; Rabkin and Struening, 1976)

The effects of these characteristics upon the impact of transitions can be illustrated by examining two types of career changes. Individuals who are suddenly laid off from their jobs are likely to experience high stress. Their stressful events are likely to include all of the more stressful characteristics listed above. In comparison, a voluntary job transition is likely to be less stressful since it generally fits more of the characteristics of the "less stressful" column above. Less stressful transitions tend to require less development of novel behaviors and/or allow more time to anticipate and adjust to future changes.

SUPPORT SYSTEMS

Emotional support systems often act as protective buffers toward the impact of a transition (Caplan, G., 1974 and Killilea, M., 1976). Support systems generally provide for a variety of personal needs such as social integration, assistance, intimacy, validation and information about access to resources. Further discussion of building and utilizing support systems is included in Unit III of this module.

COPING SKILLS

Individual coping skills also contribute to an individual's

response to transition (Rabkin and Struening, 1976). We have already discussed some of the attitudes that affect the appraisal of a transition. As we progress through this module we will discuss additional important attitudes as well as skills in planning and implementing responses to change.

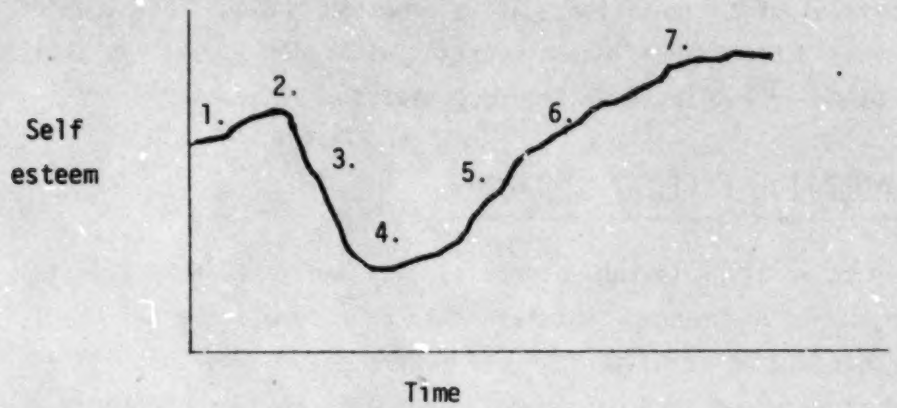
CUMULATIVE EFFECTS OF CHANGE

In addition to the factors already mentioned that affect the impact of change, there seems to be a cumulative effect of change upon adjustment. Researchers have found that individuals exposed to greater amounts of life changes are more likely to experience a major illness or accident within the following two year period than people exposed to fewer changes (Holmes and Rahe, 1967; Holmes and Masuda, 1972). However, a causal relationship between life change and illness has not been established.

RESPONSE PATTERNS

After reviewing research on a variety of transitional experiences, Hopson and Adams (1977) have suggested that a predictable pattern of response to transitions exists. We may not be able to predict any individual's experience by this. Nevertheless, it is useful in describing the feelings people often experience in transitions.

This cycle of personal reactions and feelings may be graphed as follows:



The components are described briefly as:

1) Immobilization - period of shock, intensity varies with characteristics of the stressor.

2) Minimization - a period of denial of some parts of reality giving time for retreat and internal regrouping.

3) Depression/anger - full realization of the change and mood swings.

4) Letting go - dealing with the full reality of experience and moving into something new which is unknown.

5) Testing - period of trying new options on a preliminary basis.

6) Search for meaning - cognitive process of finding new meaning from experience.

7) Integration - integrating experience, meaning, new behaviors into one lifestyle.

A person seldom moves neatly from phase to phase as it has been described here. Any individual's progressions and regressions are unique to his/her own circumstances. Some people may find themselves feeling depressed and immobilized by change for long periods of time. Others adjust more easily to their transitions. For those who cope well, the early troughs and peaks of the Hopson pattern would be less extreme in height or duration.

CHANGE CAN BE POSITIVE

Experiencing a transition usually involves loss or the threat of loss. This loss may take a tangible form such as a job, materials or a relationship. More often, a transition brings about a loss in what these tangibles represent: Important values, roles and feelings that are a part of our identity. When these are lost, we experience a loss in our personal self-esteem. This is sometimes accompanied by anger toward the circumstances or persons we feel are responsible for bringing about our change.

Our experience of loss during transitions is often so threatening that we fail to take account of potential gains from our experiences. The Hopson and Adams model suggests that any transition can have a positive outcome; this even holds true for those experiences we would not have chosen to occur. Although the gains, too, may assume tangible forms, they are likely to include aspects important to our identity such as increased sense of personal accomplishment, stimulation, strengthening, new challenges and opportunities.

One of the primary tasks of managing transitions is becoming aware of the potential losses and gains resulting from change. Becoming aware of these elements will help us to influence our transitions so that a balance of positive and negative outcomes will occur. By achieving this balance, we can preserve our sense of identity and increase our self-esteem.

EXAMINING A TRANSITION

The next exercise examines your response to a particular transition you are experiencing. Through a structured exercise, you will reflect upon your patterns of coping with change. You will become more aware of your own style of managing transitions as well as clarify important personal gains and losses related to the transition. Take time to thoroughly answer the questions since the data you collect here will be useful in subsequent exercises. The process of completing this exercise utilizes the following attitudes which may prove helpful in responding effectively to life transition. Knowledge of these skills will contribute to meeting module objective 3.

1) Recognize the importance of describing problematic situations accurately. This exercise will help you become aware of how you think, feel and behave when confronted with a problematic situation. Gaining awareness of these aspects of your behavior in specific situations will help you clarify your beliefs regarding change. It also sets the stage for knowing how to alter your behavior and environment.

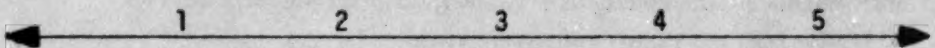
2) Recognize the value and limitations of feelings as cues to evaluate a change event. As you examine your experience, pay special attention to the role of feelings in transitions. They often signal the beginning of a change. However, if you follow them without heeding other aspects of your environment, they may be misleading.

3) Inhibit the tendency either to act impulsively or to do nothing when confronted with a problematic situation. Taking time to accurately appraise the situation will give you more information about how to intentionally respond. Your response then will be an examined decision to behave in a particular manner or to refrain from taking any action.

TRANSITIONS AS PART OF A LIFELINE

A transition may be thought of as a magnified segment of a "lifeline." This segment will have five major areas:

1) An entry point where the transition began.
2) The period between entry and where you are now.
3) The point where you are now.
4) The future, between now and the exit point.
5) The exit point indicating a time when the major upheavals of the transition are past.



EXAMPLE

Mary was employed last year as a counselor at a community college. She had worked in that setting for six years and had felt satisfied with her work.

Entry Six months ago, she began to feel restless and dissatisfied. Mary felt tired and drained during the work week. Since things were going well in other areas of her life, she began to realize that her feelings were related to her job. She was experi-

In between encing "burn out" as a counselor. Over the next few months, with the help of friends, Mary clarified some of her goals. She sought information about other jobs that would combine counseling with teaching or administrative duties. She first explored job possibilities within her community college but was disappointed by the lack of available opportunities.

Now Last week she received a desirable offer from another school and felt elated at this opportunity. She is now preparing to leave her present job and move to a new geographic area. Mary feels both scared and challenged by her new opportunity. As she plans

Future for the future, she expects to experience some frustration and loneliness in moving to a new city where she does not yet have friends or housing. She looks forward to next fall when she expects to be settling

Exit into her new job and feeling more at home in her new surroundings.

ACTIVITY: EXAMINING A TRANSITION *1

The following exercise will have you examine each of these periods of your transition. Your Module Coordinator will specify the time allowed to complete this exercise. You are asked to complete a series of questions about your experience of transition. After completing these questions, you will be asked to share your responses with another person. The Module Coordinator will then ask participants to share aspects of their experiences with the entire group. Discuss additional methods you could use to help others become more aware of their own style of managing transitions.

*1 Adapted by permission of B. Hopson.

FORM C

What was the nature of the transition?

ENTRY - Imagine yourself during the time period when you first experienced a sense of discontinuity. What were your feelings at this time?

Describe your behavior during this period.

How did you cope (e.g., manage your feelings, thoughts, produce effective behaviors required by new situations)?

UNTIL NOW - Visualize the time period between the entry point and now. Describe your high and low points since entering the transition.

During this time period, what did you learn about yourself? Others?

NOW - At the current time, what are your feelings regarding the transition?

What are you doing to cope with the transition?

Is there anything you feel you have learned from this experience?

FUTURE - As you imagine ahead to the next weeks and months, what do you anticipate will be the high and low points of your transition?

Do these correspond to your hopes?

What do your hopes tell you about what is important to you - what you value?

EXIT - How might you a) benefit, b) not benefit, from this transition?

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UNIT III:

BUILDING AND UTILIZING SUPPORT SYSTEMS

Most people find it helpful to develop and utilize support systems during stressful transitions. Building and utilizing support systems involve the second group of skills referred to in module objective 3. Supportive networks may take either internal or external forms. Internal support refers to "self-messages" we give ourselves about our own experiencing of a transition. External supports are generally those individuals within our social networks who provide for our emotional needs during transition. The skills presented in this unit on utilizing internal and external supports will be useful at any point in a transition and can be used in conjunction with stress management and decision making.

INTERNAL SUPPORT

We often do not realize that the majority of our supportive messages result from what we say to ourselves rather than from external sources. We all carry out internal dialogues throughout each day. Our waking hours are filled with a continuous flow of thoughts, daydreams, memories and plans. We call these ongoing thoughts or mental images "cognitions." Cognitions allow us to remember and use past experiences in our current decisions and plans. We can think about a variety of scenarios without having to enact each of them.

Our cognitions affect the way we feel and behave. To illustrate this point, consider a hypothetical basketball coach faced with his first losing season in five years. In the past five years his team placed either in first or second place in a league of five teams. This year a team from a larger school joined the league and won the championship. The coach's two star players were injured and missed several important games. His team finished last in the league. His "self-talk" might be as follows:

> "If I were a good coach, my team would have been on top again this year. It's probably time for me to think about moving out of coaching. Since I've lost, my team

members and colleagues have probably lost confidence in me. I'll never be able to recruit a good player again."

The coach has succeeded in talking himself into feeling depressed and defeated. His self-talk is likely to end with, "Apparently I don't have what it takes to be a coach. I might as well give up." His pattern of negative self-talk eventually leads to resignation from his job. Because our self-talk often instructs us to behave in a certain manner, we sometimes refer to self-talk as "self-instructions" (Meichenbaum, 1973). We often find that people are not only defeated by self-talk but that the self-talk is really a distorted picture of a situation. For instance, our coach attributes his losing team to his personal failure as a coach. A more reasonable interpretation of the team's record might exist. The self-blame of the coach may be unnecessary.

CHANGING SELF-TALK

Rather than be defeated by our thoughts, we can learn to control them. We can learn the skill of using supportive self-talk to help us cope with difficult situations. Since it takes years to develop our pattern of self-talk, changing our patterns will involve practice. It is important to be patient if you initially experience a lag between changed cognitions and changed feelings.

Changing self-talk involves three steps:

1) Identifying what you say to yourself.
2) Evaluating the reasonableness of your self-talk.
3) Replacing inappropriate self-talk with appropriate self-talk.

IDENTIFYING SELF-TALK

Detection of self-talk may be difficult at first because our self-talk may be "inaudible." It may be so habitual that we are not aware of its content. Detection of self-talk usually involves keeping a daily log to identify thoughts and feelings.

By keeping a careful record, it becomes apparent how self-talk leads to specific feeling states and affects behavior.

EVALUATING SELF-TALK

Evaluating the reasonableness of self-talk is the process of examining self-talk for distortion. A helpful process for exposing self-talk is to provide yourself with a "camera check" (Maultsby, 1975). Imagine that you have a video film of the events to which your self-talk refers. For example, imagine that we captured an objective account of our hypothetical coach's career on film. We would want to review the film with him to look for discrepancies between his interpretation of events in his career and the way things actually took place. As we reviewed the film together, we would reconsider the coach's interpretation by having him answer some of the following questions (Beck, 1972).

1) Have I drawn a conclusion where evidence is lacking or where the evidence supports a contrary conclusion? The fact that the coach has won four seasons out of five does not support his being a failure as a coach. It might better support the belief that he is a successful coach.

2) Have I exaggerated the meaning of an event? Perhaps the coach has exaggerated the meaning of one losing season. One loss suggests to him that he should end his coaching career.

3) Have I disregarded an important aspect of the situation? The coach has disregarded the occurrance of injuries on his team and entrance into the league of a new team from a larger school. These events affected his team's performance.

4) Are my perceptions of the situation overly simplified or rigid (e.g. good vs. bad, right vs. wrong, without any in-between positions)? The coach may hold rigid internal standards that regard him either as a successful coach if his team is on top or as a failure if his team loses. No in-between position exists for him.

5) Have I overgeneralized by taking a single incident and generated a false conclusion? The coach overgeneralizes by assuming that one poor season indicates total incompetence as a coach. We don't need a real camera in order to do a "camera check." We can use our own minds to visualize behaviors that occurred in a past situation. We can review those behaviors in our minds to determine if we brought about a distorted interpretation of those events.

RESTRUCTURING SELF-TALK

Once we have evaluated our self-talk, our next step is to restructure it into supportive statements which reflect a more appropriate response to the situation. Our coach's self-talk might be:

> "I'm really disappointed that our team lost this year. However, we have had a series of good seasons and it's likely we'll do better next year. We did the best we could given the injuries and a new team to contend with. I'll just take some time to plan a strategy for improving next year."

The restructured response leads to feelings of resignation about the current season but hope for the future. It also instructs the coach toward constructive behavior.

Implementing supportive coping statements takes practice. You can begin to use your awareness of negative self-talk as a cue to restructuring your self-talk into more supportive statements. Mahoney and Mahoney (1976) call this "cognitive ecology" - cleaning up what you say to yourself.

ACTIVITY: CHANGING SELF-TALK

The following exercise provides you with an opportunity to detect, evaluate and restructure your own self-talk. Review your transition exercise completed earlier to look for clues to self-talk regarding your transition. Negative self-talk often has the following themes: the futility of trying to change, comparisons with others, discounting your personal strengths,

dire predictions of the future and impatience at your rate of progress.

You are asked to identify, evaluate and restructure your own self-talk. You will be asked to share your response with another person. Your Module Coordinator will then ask participants to share what they have learned with the entire group.

FORM E

STEP 1: IDENTIFY List four examples of negative self-talk you experience regarding your ability to implement or adjust to change. Exp. "If I leave this close relationship, I'll never find another one." "When I retire, I don't know what to do with myself."

STEP 2: EVALUATE Use Beck's guidelines to evaluate your negative self-talk.

- Have I drawn a conclusion where evidence is lacking or where the evidence supports a contrary conclusion?
- Have I exaggerated the meaning of an event?
- Have I disregarded the important aspect of the situation?
- Are my perceptions of the situation overly simplified or rigid?
- Have I overgeneralized by taking a single incident and generated a false conclusion?

Keeping these criteria in mind, complete the next step.

STEP 3: RESTRUCTURE For each of your statements in Step 1, write a coping self-statement which reflects a more positive interpretation of your change. Exp. "Although it will be difficult for me to leave this relationship, I will probably have the opportunity for others in the future." "When I retire, I'll plan to further develop some of my current interests."

EXTERNAL SUPPORTS

We are often in need of extra sources of social support during times of transition. Nevertheless, we may be unaware of those people who provide us with extra nourishment and fail to spend time with them. Perhaps we find ourselves associating primarily with individuals who seem to leave us feeling drained and tired. It is possible to plan intentionally to spend time with the people from whom we receive more support or to increase the supportive quality of those around us. Martha, a homemaker for ten years, provides us with an example of this process as she plans her return to college.

> Prior to returning to the community college, Martha recognized that she would need a strong support system to help cope with her transition. She anticipated conflicts with her family over needed study time, a quiet house and shared household chores. She discussed her specific support needs with her family and found the family members willing to provide this support. Martha also realized that she might feel out of place with the younger students enrolled at the college. She arranged to visit her college prior to classes to obtain information about campus organizations oriented to returning students. She plans to meet the returning students involved in home-to-school transitions.

A support system may be relied on for a variety of needs.

Support networks might include people:

a. to depend on in a crisis
b. with whom to discuss concerns
c. to feel close to, a friend
d. who can make us feel competent and valued
e. who can give us important information
f. who will challenge us to sit up and take a good look at ourselves
g. with whom we can share good news and good feelings.

(Hopson, B., 1978)

People often expect all of their support to come from a few people, typically a spouse, close friend of family. It is worthwhile to expand support networks to include a variety of people. In this way we don't have "all our eggs in one basket."

Our support networks are often incomplete and inadequate. We seem to be adept at developing certain forms of support but neglecting others. We often have individuals who meet our friendship needs. However, we usually lack someone who is a "challenger." Challengers question our stereotyped thinking and are often experienced as abrasive and threatening. Nevertheless, they are important participants in a support system. In developing a support system, it is important to recognize that we don't necessarily have to <u>like</u> everyone in our support network.

Some people find that they lack a supportive network. Although true for many people, this is particularly a concern for individuals who have made geographic changes and have left friends in another community. One strategy used by these people to find emotional support is to participate in formalized support groups. These groups are often designed explicitly for providing emotional support. They generally consist of individuals sharing a similar transition experience. Such groups exist for various transitions such as job changes, widowhood, retirement and divorce. Other groups, organized for different purposes, provide support as a secondary benefit. These include groups where members share common interests in the outdoors, dancing, religious faith or a variety of avocations. Supportive networks are often a benefit derived from affiliating with other people with similar interests.

ACTIVITY: IDENTIFYING EXTERNAL SUPPORTS *2

This activity is designed to help you identify your personal support system. Begin the exercise by reviewing your exercise on examining a transition completed earlier. Pay special attention to the emotional needs. Remember that support can mean a variety of things: being understood, challenged, befriended, sharing companionship, feeling valued and more.

On Form F, write down in the first column the first names of the following individuals (only enter these names if they are still alive): mother, father, grandparents, sisters, brothers, children, friends you have been in contact with during the past year, neighbors, colleagues at work, supervisors, employees, acquaintances and other individuals you see quite regularly.

Then, in the second column, write a key phrase describing the form(s) of support each individual provides you.

Next, we would like you to rate the impact on you made by the people you listed. Use a scale for this which ranges from:

Very negative	Slightly neg.	Neutral	Slightly pos.	Positive
-2	-1	0	+1	+2

Now, estimate the amount of time you spend, on the average, with each individual on the list. It is probably easiest to put this in the form of the total number of hours that you spend with that person in an average month.

When you review what you have written down so far, you can readily see how much time you spend with people that make

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*2 Adapted from Bakker, C. and Bakker-Rabdau, M., Self-Management of Feelings and Emotions, Unpublished Manuscript, Univ. of Washington Medical School, 1976.

you feel supported and with people who make you feel unsupported. You can get an even better idea of the overall impact which these individuals have on you by multiplying Time and Impact, then enter it in the TxI column.

If you would like to change the overall impact of any of these individuals, one way of proceeding is to change the amount of time you spend with these people. Check the appropriate column to indicate the changes you would like to make.

FORM F

Name	Form of Support	Impact	Time	TxI	More Time	Less Time
exp. John	listener	+2	20	+40	X	

APPLICATION

Your Module Coordinator will ask you to discuss what you have learned from this exercise. Take a few minutes to reflect upon the following questions:

1. Considering the impact of the people you have listed, which individuals would you like to a) increase b) decrease your contact with during the next month?

2. How could you plan to spend more time with supportive people? What kinds of activities would you engage in?

3. What are some of your emotional needs that supportive friends meet? Are there gaps in your support system?

4. If you lacked supportive friends, how would you go about finding sources of support?

5. How could you teach others to build and utilize both internal and external support systems?

UNIT IV:

REDUCING DISTRESS AND MANAGING STRESS

NATURE OF STRESS

Stress is a label for a complex cluster of events. Components of stress are physiological, social, and psychological. The first concerns body functions (Selye, 1974); social stress effects involve disruption of social units or systems, such as breakup of a family due to death; psychological components of stress are the cognitive evaluations of threats to the integrity of the person.

When we are under threat, or when we shift from our comfortable routines, we experience body changes which are well known - sweaty palms, racing heart, and shallow rapid breath. Invisible changes in the form of increased adrenalin and sugar in the blood come about also. We experience these body changes as anxiousness and psychic distress. Occasionally body stress is experienced as pleasurable, as when we climb a mountain. According to research specialist, Hans Selye, stress is a normal condition of meeting changes and threats with adaptive responses (1974). The problem for each person is to find the optimum amount of stressful stimulation which is exhilarating and energizing, and yet maintain a feeling state of relaxation and flow. A second goal for each person is to find the right balance between alternating periods of stress and quietness. Thus, the optimal management of stress is the main consideration of this learning activity. Since each person reacts to stressful situations in his or her unique way, each must, therefore, develop an individual style of stress management. This personal plan usually involves several activities over time. This unit provides only the beginning.

This section aims for understanding the nature of stress experienced during transitions and for application of stress management skills to achieve comfort and equilibrium. The following basic concepts contributing to module objective 1 are: stress, distress, stressors, relaxation response, and life change events. Four stress management skills comprise

the third group of coping skills referred to in module objective 3: muscle relaxing skills, breathing and energizing exercises, clarifying and prioritizing, and sending constructive self-messages.

Life style has much to do with how one responds to stress-producing changes. Bensons' studies (1976) of the "relaxation response" indicate that it is very possible to learn a relaxed mode of responding to stressors rather than a tense one. Friedman's studies on type "A" and "B" personalities (1974) also support the life style approach to stress management. Type A personalities were the striving, tense, achievement-oriented types who were more susceptible to cardiovascular problems than their more relaxed peers classified as type B.

Many conditions in education professions contribute to stress responses. Role conflicts constitute one major cause. Stress is experienced during transitions from being an authoritarian expert one minute and an understanding counselor the next. Transitions back and forth between such roles are very stressful. Low immediate rewards contribute to stress since we seldom know when we are successful or effective until months or years later. Working in an authority system with power as the chief variable running constantly against a trust system model causes much stress. Demands of others - spouses who frequently don't understand our work and students who make constant demands on our energy often leave us feeling drained or "burned out." Fears of obsolescence - that changes are taking place faster than our ability to keep up or cope add to the strain. Then, working with younger people continuously mobilizes our own unresolved childhood conflicts which we tend to project into the present scene. The result is stress reactions. Transitions associated with age changes contribute their share of stress also.

MANAGEMENT OF STRESS

Three basic reactions to stress effects are typical - one

is to flee - to avoid facing the source of the tension. Taking drugs, drinking alcohol, going to sleep, or getting sick are examples. A second reaction is to feel frustrated and to get angry at the source of the tension. We mobilize our fight responses and verbally charge ahead to reduce the tension and pain. A third response which is emphasized in this module is a planned action approach to reduce the tension and pain associated with stressful transition events.

MUSCLE RELAXATION

Deliberate physical relaxation is one of the easiest and most effective ways to manage stress. One method is to alternately tense and relax muscle groups. This is done progressively from the top of the head to the feet. The purpose of this activity is to become more aware of tension in selected muscle groups. The autosuggestive activities to follow actually promote the immediate relaxation effects. Awareness training is aimed at more long-range relaxation goals. For example you say to yourself, "tense your forehead, hold it for three seconds, then release the muscle." This may need to be done two or three times with each muscle group to achieve total relaxation. Then, in the progression, you move to the eye muscles, telling yourself to squint and hold the muscles around the eyes tight for a few seconds; then release them quickly. Autosuggestive sentences such as, "The tension is now flowing out of my body," help also. This procedure is continued with neck, arms, and legs until the whole body is relaxed. Depending on the degree of tension present it should take about half an hour to go through the routine. Then this procedure is practiced twice a day until a "relaxation response" becomes automatic to a verbal signal to one's body - "Relax!" Several days of practice are required with progressive muscle group relaxation before one can shorten the time and the sequence. The goal is to set in motion a reconditioning process where signals that formerly provoked muscle tension response. An example is the fear and tension evoked when the work "examination" is mentioned.

A rationale for the procedure of alternately tensing and relaxing a muscle group is to feel the contrast between the taut muscles and the relaxed ones. The tightening also helps fatigue the muscles, since a tired muscle cannot stay tense very long.

ACTIVITY: RELAXATION

While the progressive relaxation method described above can be learned and applied by one's self, it works better to give the instructions to a partner. After clarifying the task, your instructor will ask you to choose a partner to practice your skills. Ask your partner to get into a comfortable position, close the eyes to shut out distractions, and begin the relaxation instructions. Continue for six minutes; then stop to discuss reactions with your partner. Solicit his or her feedback on the effectiveness of your methods and continue discussing the activity for six minutes. Then exchange partners and do the same activities for another twelve minutes.

BREATHING

Almost all modern meditational forms for promoting calmness, including Zen and Yoga methods, involve attention to breathing. In its most simple form this technique involves focusing attention in one's breathing. To be aware of the flow of air in and out of the nostrils and to feel breathing become deeper, slower, and more regular has a powerful relaxing effect. The rationale for this skill is that when one is focusing on a body function, such as breathing, one cannot attend to other internal feelings or external events. Breathing also has linkages with energy sources so that attending to breathing has a potentially powerful energizing effect. Focusing on breathing processes also has a calming effect on general mental and physical functions.

The breathing procedure is practiced alone, in a firm but comfortable chair and with the eyes closed. One's trunk is erect to allow air to move freely in and out of the lungs. The task is to focus on your breathing, being aware of the breath flowing in and out and the temperature of that air. Breathing automatically becomes slower and more rhythmical. This procedure is continued for ten to fifteen minutes. It can be used also for a quick relaxer-energizer at one's work station in a couple of minutes. Caution is advised when breathing deeply since hyperventilation may cause dizziness. Generally, this awareness skill is practiced in the morning and evening for ten to fifteen minutes each session.

ACTIVITY: BREATHING

Choose a partner and take turns critiquing one another's breathing according to the principles described above. Continue to practice this skill alone at home at least twice a day. Combining this skill with other components of meditation is recommended as a future developmental step in acquiring this stress management skill.

CLARIFYING AND PRIORITIZING

This skill involves deciding what is important to reduce the tension of a transition. One characteristic of transitions is that one's critical and discriminating capacities are narrowed and distorted. It is difficult to maintain one's former perspectives on what was important. People have trouble putting essential tasks first. When one is in transition for example, from school to a job in a tight labor market, one tends to exaggerate the difficulties in seeking new employment and sometimes people are immobilized by the seeming immensity of the task. Listing on paper the essential tasks to perform during such a transition, such as a job change or adjusting to the death of a family member, helps to clarify the nature of the tasks and to reduce emotional stress responses. Then,

ranking the tasks according to your best information of the moment, produces more clarity on priorities. Action decisions come later; this is a first step to clear the confusion of multiple pressures when too many alternatives for action appear. Performing constructive problem solving activities as described in Unit V is one of the best tension reducers available.

SELF-MESSAGES

As discussed in Unit III, controlling self-talk is useful for tension reduction. Use of the self-talk skills are enhanced by expression of feelings related to the transition. In facing a career change, for example, we might admit freely to feeling afraid; but we stop short of telling ourselves how awful the transition is and how inadequate we must feel about facing it.

SUMMARY ACTIVITY

Take a few minutes alone time to think about the following questions.

What is your preferred method of stress management?

How effective is this method at the present time?

What new methods need exploration and possible adoption?

What other methods could you use to teach stress management to others?

UNIT V: DECISION-MAKING AND IMPLEMENTATION

Personal transitions usually are accompanied by a desire to reassess one's current lifestyle and plan strategies for implementing or responding to change. Because of the importance of effective decisions during transitions, we have designed this unit to introduce you to effective decision-making strategies. You will have the opportunity to utilize these skills in assessing the course of your own changes. Skills learned in this unit correspond to the fourth group of coping skills referred to in the third module objective.

Transitional decisions differ from routine decisions because they involve greater risk of suffering loss from whatever course of action is taken. As a result of perceiving the potential magnitude of consequences, many people feel overwhelmed and experience acute decisional conflict. This conflict is characterized by feelings of anxiety, hesitation, vacillation and uncertainty. These feelings sometimes are accompanied by self-blame or a desire to escape from the situation.

The risks involved in transitional decisions make it important that the decision maker use the most effective strategy s/he can. Able decision makers increase their personal freedom because they are more likely to recognize or create new opportunities in response to life changes. They can exert greater control over their lives because they can reduce the uncertainty involved in their choices and limit the degree to which chance or others determine their futures.

STYLES OF DECISION MAKING

Each person has a characteristic style of decision making. Although styles show wide variability, decision makers can be grouped into some general categories according to their styles (Loughary and Ripley, 1976). "Intuitive" - These decision makers wait until a particular choice "feels right." They make decisions quickly and feel confident that they have made the "right" decision.

"Appeal to Authority" - These individuals often seek the advice of a friend or expert, someone who "knows the right decision." They are in search of a solution but show little concern for examining their objectives and constraints.

"Fatalists" - These people don't believe they wield any influence over the outcome of events. Their strategy is to just "let things happen."

"Impulsive" - These decision makers devote their efforts to avoiding any considerations of a decision until it absolutely has to be made. They wait until the last minute and then decide upon the course of action having the most appeal at the time.

"Rational" - These individuals are the most systematic of all the groups. They believe strongly in their ability to influence the future course of events. Consequently, they spend a good deal of time in planning systematically and weighing alternatives before selecting a course of action.

RATIONAL DECISION PROCESS

We will be emphasizing the rational style of decision making. Rational decision making is a dependable process that is especially useful during stressful transitions. According to Janis and Mann (1977), people who cope well under stressful conditions utilize rational decision making. The decisions of these individuals are more likely to lead to satisfactory outcomes than those of people using other methods. In contrast, poor decision making often leads to regrettable outcomes. These result in feelings of helplessness, disappointment and an increased expectation of vulnerability.

GOALS FOR CHANGE

To initiate change, we need to identify what is wrong

with our current situation and determine how we would like things to be different. This skill of learning to analyze discrepancies between existing and desired conditions provides us with goals for change. A useful procedure for analyzing discrepancies between how things are and how we would like things to be is to look at our complaints about our current situation. Complaints are a good starting point because it is often easier for us to be explicit about what we don't like than about what we want.

Let us consider some complaints stemming from your current transition. To clarify your complaints, review your responses to the "examining a transition" exercise. Pay close attention to complaints regarding the future course of your transition. Keep in mind the values you hoped to sustain through that transition. Are there ways you could influence your change in a positive way? Remember that complaints can relate to a variety of areas such as relationships, feelings, finances or activities.

Suppose your complaint were "I'm bogged down in paperwork." Being bogged down in paperwork prevents you from doing some other things you enjoy. It is often helpful to make complaints more explicit by listing examples to illustrate your complaint. For this case, examples might be: "I took paperwork home with me every night last week," or "I was so busy with paperwork that I didn't have an opportunity to talk with my colleagues this week."

Another complaint might be in the area of feelings. "I'm really in a rut." Again, to illustrate this complaint, we give some examples of being in a rut: "I've taught the same course for seven years and I'm bored with it" or "I'm beginning to dread coming to work on Mondays because each week just seems to repeat itself."

The self-knowledge generated from complaints can be used to formulate goals for making the situation better. It will

prove helpful to initially state your goal and then list some examples of how you know the goal would be attained.

GUIDELINES FOR WRITING GOALS

Since many people experience difficulties in writing goals, we suggest the following guidelines for formulating your goals:

1) Phrase your goals in positive terms. State "I want to increase the amount of time I spend talking with colleagues," for example, rather than "I want to avoid getting bogged down in paperwork."

2) Assign responsibility for change to the person who sets the goal.

3) Indicate a time limit by which the goal is to be achieved.

4) State what you will be able to do when you have reached your goal.

Example: Terry, a veteran secondary teacher, feels that she has not been able to keep up with new developments in her instructional field. She compares herself to some of the new teachers who seem to be more in touch with the literature and present it in some new ways. She has felt depressed about her work for the last few months.

Complaints	Examples
I haven't kept up with recent developments in my field. I never have time to plan new teaching strategies.	I have only a minimal knowledge of recent theories. My afternoons and evenings are caught up in grading papers and activities at home.
Goals	**Examples**
I'd like to have more current knowledge of my field.	I'd like to be able to present three new units covering recent developments in my field within the next school year.

Goals	Examples
I'd like to develop some new teaching strategies.	I will set aside one hour per day this semester to plan strategies and will try at least four new strategies this semester.

FORM G

State at least three complaints about your current situation and give examples of each. Then transform the complaints into goal statements that are observable and time limited.

Complaints	Examples
Goals	Examples

STRATEGIES FOR GOAL ACHIEVEMENT

We will now develop strategies for reaching your goals through a rational decision-making process. To begin the process, select one of the goals you have previously identified. The goal you select may not necessarily be the most important to you. It may be one that is a prerequisite for attaining other goals.

DETERMINING ALTERNATIVES

There are always a variety of means for attaining any goal. However, our known range of alternatives is often limited. We are unaware of alternatives which exist or can be created. Sometimes we don't feel we have the time to consider many alternatives. Or we may have rejected some alternatives from consideration without giving them a serious evaluation. We come to feel that we are deciding upon the only available alternatives even when others may exist.

Increasing the number of alternatives we consider provides us with a greater freedom of choice. It is therefore to our advantage to thoroughly canvass a wide range of alternative courses of action. To increase alternatives, it is often useful to "brainstorm" with others. Brainstorming generates a large quantity of new ideas and often leads to a more creative solution to a problem.

We suggest the following guidelines for "brainstorming".

1) Do not criticize any idea presented.
2) Express whatever ideas that come to your mind. "Freewheeling" is welcomed.
3) Work for quantity of ideas. "Quantity breeds quality".
4) Look for ways to expand or improve upon each other's ideas.
5) Record a key word or phrase from each idea.

FORM H

ACTIVITY: GENERATING ALTERNATIVES

Use the space provided here to list various alternatives for reaching your goal (list at least 10).

My goal:

Alternatives:

SELECTING A COURSE OF ACTION

Once alternatives to reaching a goal have been identified, it becomes necessary to select the best course of action. Selection is based upon comparison of various factors among the alternatives. Generally, the primary criteria assessed include the possible outcomes, probabilities and desirability of each alternative. The effective decision maker utilizes several important skills.

1) S/he carefully weighs whatever is known about the costs and risks of negative consequences that flow from each alternative. Knowing both the costs and benefits provides important information that can be used to realistically anticipate a particular course of action. Janis and Mann (1977) have suggested that it is important to consider tangible gains and losses for self and others in evaluating alternatives. They also recommend consideration of potential consequences stemming from self-approval and social approval. Each of the losses may be given a "risk value". This risk value is a numerical indicator of the potential risk involved for each particular consequence. The risk is a function of the probability of outcomes of the alternative and the personal importance of various outcomes based on your value. People vary in their responses to risk.

   Some common ways of dealing with risk are:

a. Choosing the alternative that will lead to the most desired result, regardless of the risk.
b. Choosing the alternative that is most likely to be successful or has the highest probability of happening.
c. Choosing the alternative that has both high probability and high desirability. (Scholz, N.T., Prince, J.S., Miller, G.P., 1975).

2) S/he intensely searches for information relevant to further evaluation of the alternatives. Information is necessary to determine the probability of successfully attaining an objective

through a particular course of action. Information may indicate the variety of resources needed to take a desired course of action. Resources may include personal/emotional strengths, social skills, money, or other materials and activities.

3) S/he surveys the objectives to be fulfilled and the values implied by the choice. In the final analysis, your selected course of action should be consistent with your values. You might wish to review the values you listed as important in the "examining a transition" exercise. Consider these values in your assessment of the desirability of each alternative.

It is usually best to compare all of the known alternatives before selecting a preferred course of action. People often find that alternatives which did not initially appear desirable have become more desirable when they have taken time to consider important aspects of the alternative. Other alternatives originally having high desirability may become less desirable when information about risks, probability, and values is considered. Also, keep in mind that there is no one "right decision" generally. The best alternative for you will be the one that is most attractive following your evaluation. It may not be the alternative with the least risk.

Since this module is time limited, you may only have an opportunity to consider a few alternatives in an exercise. We hope you will learn a process for evaluating alternatives which you can apply to all your alternatives at a more convenient time.

ACTIVITY: EVALUATING ALTERNATIVES

In this exercise, you will be instructed to evaluate several alternatives to reaching your goal. You may compare any of the possible alternatives you have identified. The scales used to assess risk value and overall rating range from:

1. Very acceptable
2. Mostly acceptable, some hesitation
3. Mostly unacceptable, some reservations
4. Very unacceptable

Goal: Resolve differences with my department head.

Alternative: Assertively present my perspective to a department head.

	Gains	Losses	Risk Value
For self	I could clear things up.	I might "step on toes" and make this person angry.	3
For others	My family would like--I wouldn't always complain to them.	I jeopardize my job security and this affects others.	2
Self approval	I'd be proud of myself.	I'd "get down" on myself if it didn't bring results.	2
Social approval	I might earn the respect of others	People might think I was stirring up trouble for the whole department.	2

Resources needed: Ability to control my anxiety, skill in presenting my perspective, courage to initiate the conversation and deal with potential risks.

Given the information I now hold, my overall rating of this alternative is:

1 (2) 3 4

You will be asked to share your grid with a partner who may wish to suggest other gains, losses or resources not taken into account.

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FORM I

Goal:

Alternative: _____

	Gains	Losses	Risk Value
For self			
For others			
Self approval			
Social approval			

Resources needed:

Given the information I now hold, my overall rating of this alternative is:

1 2 3 4

FORM I

Goal:

Alternative: _____

	Gains	Losses	Risk Value
For self			
For others			
Self approval			
Social approval			

ources needed:

Given the information I now hold, my overall rating of this alternative is:

1 2 3 4

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FORM I

Goal:

Alternative: _____

	Gains	Losses	Risk Value
For self			
For others			
Self approval			
Social approval			

Resources needed:

Given the information I now hold, my overall rating of this alternative is:

1 2 3 4

STRATEGIES FOR IMPLEMENTATION

Success in attaining a goal is dependent upon having an effective strategy for implementing the selected course of action. You have already chosen a course of action to pursue. The next phase of planning will be to develop specific strategies for reaching your goal. This process will involve skills in developing subgoals, maintaining your motivation, and anticipating resources needed to implement each subgoal.

One of the most common sources of failure in attaining goals is not breaking down main goals into smaller steps. We often set high expectations for reaching goals and fail to consider the steps, resources and difficulties we may encounter. It is important to have an accurate representation of all the activities involved in reaching a goal. For example, if we were to plan to climb a mountain we would have to anticipate the tasks ahead. These might include getting into good physical condition, becoming trained in mountaineering, checking the weather for a good time to climb, arranging permission with the proper authorities, buying food and equipment, practicing our climbing, arranging transportation and more. None of us would think about beginning a climbing expedition without considering the subgoals or steps along the way. Trying to reach our goal without breaking it down into subgoals would probably lead to failure.

The same principle holds true in transitional decisions. We assure ourselves of greater success if we break down our goals into smaller subgoals. Certain subgoals will necessarily precede others chronologically. For instance, to climb a mountain it would be necessary to begin a mountaineering skills program before we planned our climbing route.

We would also need to identify additional skills necessary for implementing each subgoal. We would want to anticipate our resources ahead of time in case we needed extra time to

acquire these resources. In transitional decisions, people sometimes find that they will need additional resources such as skills in controlling anxiety, overcoming shyness or assertive behavior which will take practice to develop.

Many subgoals will seem distant and unrelated to attaining a desired goal. This may lead to feelings of disenchantment, discouragement and loss of interest in the goal. For instance, the daily physical exercise program that begins months before we attempt our climb may be this kind of subgoal. In order to maintain our motivation it is useful to provide ourselves with tangible rewards for attaining subgoals. Some of you may be thinking that rewards are unnecessary because the subgoals will be intrinsically rewarding. Although this may be true for some activities, others will lack enough reward value to maintain your motivation.

Self-rewards can be pleasant activities or materials which you use to reward yourself for achieving a subgoal. Rewards might include such things as dinner out, an out-of-town weekend, a visit to friends, or money to spend as you wish. It is important that the rewards be specifically linked to attaining subgoals. It is also most effective when rewards are used consistently and given immediately, rather than following an extended time period.

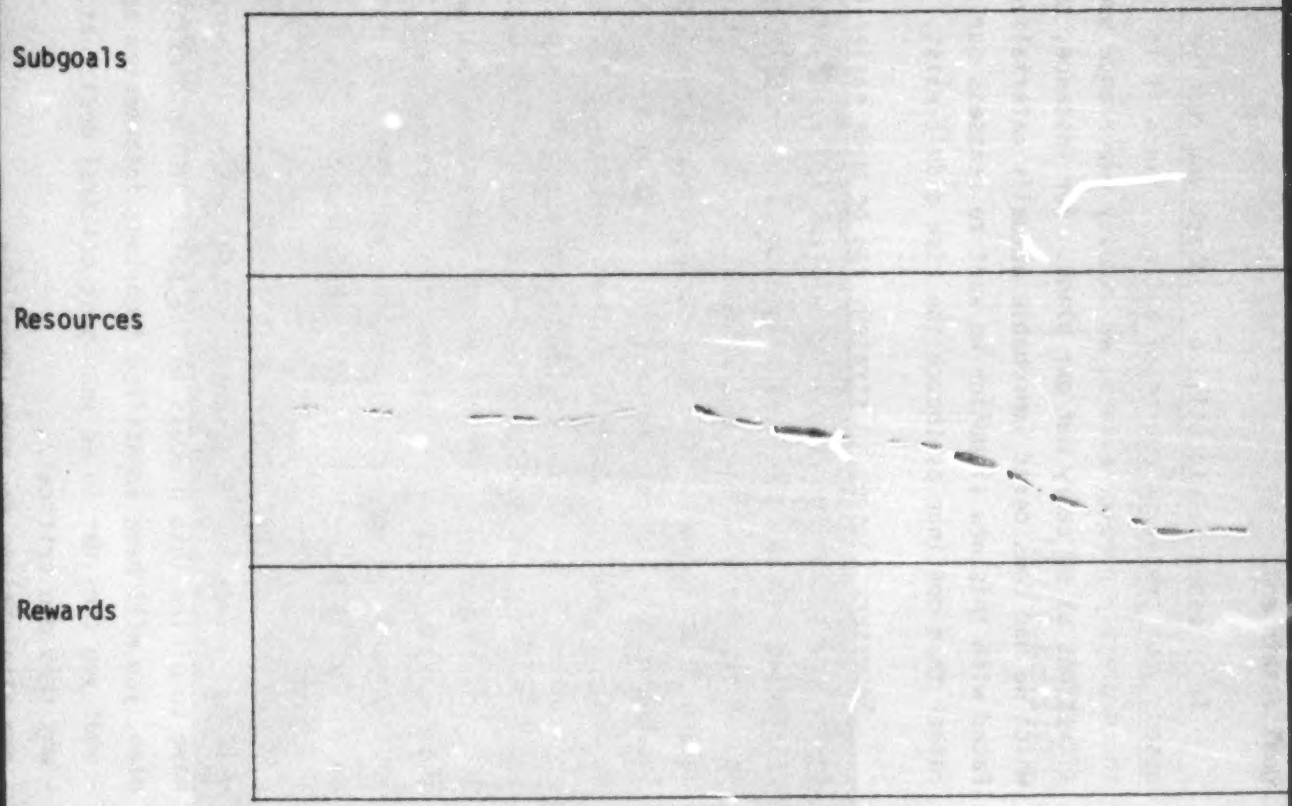
ACTIVITY: IMPLEMENTATION PLAN

The following chart illustrates the use of these concepts in planning a strategy for goal attainment. Our plan for mountain climbing is used as an example. Your own plan may involve a timeline of several days, a week, or months, depending on the nature of your goal.

Subgoals	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
	Getting into proper physical condition						Arrange transportation		Recheck weather
	Mountaineering training				Obtain permission for climb		Purchase supplies, materials		Make the climb!
	Find climbing partners				Practicing climbing				
	Gather information about mountain areas				Plan climbing route		Contingency plan of alternate route		
Resources	-Money -Climbing guide books -Discipline -Initiative -Interpersonal skills -Courage				-Knowledge of procedures -Maps -Equipment -Knowledge of risks that could affect plans		-Money -Automobile -List of necessary items -Organizational skills		-Mental and physical endurance
Rewards	-Dinner out -Money to spend as I wish -Purchase a dishwasher				-Visit with friends -Money to spend as I wish		-Dinner out -Weekend of relaxation		-Celebration party!

FORM J

Use this chart to develop a strategy for reaching your goal.



IMPLEMENTATION

Decision-making continues beyond the design of an implementation strategy. As you carry out your plan, it will be important to make subsequent adjustments to your strategy. Several important skills are involved in assuring successful goal attainment.

It is essential to utilize feedback you receive to reassess your preferred course of action. Since it is impossible to completely predict events, we usually experience unexpected situations as we carry out our plans. For instance, the risk which we had considered improbable actually materialized. Faced with this new situation we want to reassess our plan rather than continue as though the risk didn't exist.

Necessary changes in strategy can be made easier by contingency planning. Contingency plans are alternative strategies developed to deal with potential risks. One of your risks might be that you would not find a supportive person to spend an evening with during a stressful period. You would feel discouraged that your plans wouldn't follow as smoothly as you anticipated. Rather than having "all your eggs in one basket", you could arrange a contingency plan to do something enjoyable by yourself that evening. Having a contingency plan prior to calling your friend would ease the disappointment of having your first strategy fail to materialize. We generally have adequate information about potential risks to develop contingency plans.

The overall pattern of decision-making discussed in this unit may be adapted to a variety of situations. When you have completed this process to the point of implementing your plan, you will have identified important information about:

- what you consider to be your most critical decisions.
- why they are critical.
- the alternatives you have identified.

- the outcomes which might occur if you pursue your alternatives.
- the things that you value in the outcomes.
- what actions you will take.
- when you plan to have implemented your actions.

(Scholz, Prince, and Miller, 1975)

DISCUSSION

What is your typical style of decision making and planning?
How effective is this method at the present time?
What kinds of changes might you adopt to increase the effectiveness of your decision making and planning?
How might you teach various components of the decision-making process to others?

UNIT VI:

TEACHING OTHERS ABOUT MANAGING TRANSITIONS

INTRODUCTION

This section includes concepts and skills for achieving objectives three and four of this module; to identify important components for designing experiential learning events and to apply these in developing a plan to teach basic coping skills to others. The importance of this ability to teach these skills to others is underscored by the frequency with which guidance personnel are called upon to assist others through life transitions. Thus, this unit is useful for personnel involved with staff development and renewal, parent education, student group counseling, and career education. There is also a continuing demand on counselors and teachers to develop learning experiences for facing life changes or for skills to cope with the crises of transition. Efforts to produce a "multiplier effect," a process in which persons possessing significant life skills share their knowledge and skills freely with others, are well established in educational procedure. The aim of this unit, therefore, is to present some guidelines for designing a learning event in which you can teach the skills and concepts of this module to others. Although this unit focuses on groups as a means to help persons manage transitions, individual approaches, such as counseling, may be more appropriate in some situations.

The learning sequence for this unit is as follows: 1) individual study of the guidelines for designing a learning event on transitions; 2) discussion with the module leader on how to apply the principles to a hypothetical group; 3) design of a learning event for a target group of your choice; 4) sharing of what you have learned with the total group.

GUIDELINES FOR DESIGN

Read through the following Guidelines for Design using the examples or thinking of your own to understand the steps. You

will have twenty minutes to read through the outline followed by ten minutes of discussion to clarify points in the outline and prepare for the next activity which will be the actual start of a design for a transition learning event.

Step 1: Consider the nature and readiness of the target audience.

1a. Who are the prospective learners? Example: Expectant mothers in high school.

1b. How motivated are they for this planned experience?

1c. What do they expect?

1d. What is their previous experience with this topic?

1e. How would I find answers to questions about prospective participants?

These questions need consideration and much data for dealing with the issues of suitability and relevance of the subject for the projected learner group.

Step 2: Decide on the concepts and skills to be taught in a unit on transition.

Use an example from your own experience.

2a. What are the basic ideas I want to present?

2b. What skills do I want to teach?

2c. What is the most reasonable guess at this point about the total time available for the event?

2d. Given this probable time limit what are the highest priority skills or concepts which need attention?

Step 3: Construct objectives and specify outcomes.

3a. What objectives do you envision?

3b. Are they specific and measurable?

3c. Are they stated in action terms so we know when they are achieved?

3d. What are the primary outcomes you expect to emerge from your learning event (what will the learners be able to do)?

Step 4: Plan the general format.

4a. Given the nature of the learner group (from the example above) the objectives and outcomes desired, what is size of the group you envision (maximum and minimum)?

4b. What kind of facility would be needed? (For example, are carpets, movable chairs and tables necessary?)

4c. What is the best format for the event-evenings, a weekend, spread or concentrated in blocks of time?

4d. Who should be involved in planning and/or approval of this event? Is a committee needed, representatives, consultants, assistants?

4e. What amenities will be needed? Examples-restrooms, breaks, meals, refreshments.

Step 5: Decide on the basic teaching-learning strategy for reaching your objectives.

5a. What approach to learning would work best with this group?

5b. Will you need multiple strategies such as a combination of skills training, problem solving, presentation of ideas, modeling, and learning by doing?

Step 6: The learning plan

6a. What warm-up activities would be needed for getting acquainted, for determining expectations, for introducing topics and goals?

6b. What sequence of learner activities would implement your objectives cited above? List these topics and learner activities in time blocks.

6c. Does the time allocated for each activity seem reasonable?

6d. What is the maximum and minimum number of participants to make that activity feasible?

6e. How does your activity sequence reflect the participant's need for variety of active-passive activity, theory and practive mix, verbal and non-verbal activity, individual and group work?

6f. Are the objectives closely related to the objectives established above? Is an evaluation activity included?

6g. How is transfer of knowledge or skills from this event to real life to be accomplished? Is an activity for this transfer planned?

Step 7: How to implement your plan.

7a. Now that your objectives and activities are set, what type of facility is needed to carry them out? What steps need to be taken to obtain it?

7b. How are participants to be selected, motivated, informed, and prepared?

7c. What special equipment and material are needed for presentation and implementation of learning activities?

7d. Are pre and post tests or evaluation forms to be completed?

7e. How can you enhance the probability of success of your event? Examples: Pretesting plan in fantasy, actual tryout with pilot group, anticipating likely trouble points in the design, consulting with experts, and having a contingency plan.

7f. Are you prepared to redesign your learning event as you go if data come from participants to indicate the desirability of doing so? Have you planned to obtain learner feedback during the course of the event to know at all times how things are going?

ACTIVITY: DESIGN

Now that you have covered the essential elements of designing a transition workshop, use the questions posed above as a checklist to design a transitions learning event which you might lead. Examples of possible target groups are parents who are facing their son's or daughter's transition from high school to college or job, high school seniors thinking about graduation plans, families facing the prospective of death of the homemaker or breadwinner, divorced persons planning their futures, teachers anticipating a loss of employment through

"riffing", a company planning management training for women employees for whom this will be a major transition, or middle age factory workers planning new careers.

ALONE TIME

Spend the twenty minutes alone outlining such a likely learning event. Ordinarily, this activity would take several hours to design a full day's workshop, for example; but do the best you can in the allotted time to apply the seven steps in the Guidelines above.

SHARING TIME

At the direction of the leader, form into groups of three to discuss your plan with others in a shared time manner. The purpose of this activity is to clarify your plan after receiving other's feedback. Use the following summary from the Guidelines on Design as criteria to apply to each other's plans. You will have a total time of thirty minutes.

1. Has the designer considered the prospective audience adequately?
2. Are the concepts and skills to be taught clearly identified?
3. Are the objectives and outcomes clearly and operationally specified?
4. Does the activity outline appear to flow naturally, include variety, relate closely to objectives, and provide for transfer to real life?
5. Is there provision for continuous feedback from learners and evaluation of outcomes?

REVISION AND DISCUSSION

The leader will ask you to do one or both of the following according to the time available:

1) Redesign your learning event with the feedback from your learning group.

2) Assemble into your whole group to discuss your learnings for a few minutes.

SUMMARY

In this module we have introduced you to various concepts and skills which may be utilized in better managing career-related transitions. We have discussed:

Developing a vocabulary on coping skills and change theory.

Stating important assumptions about the nature of change and transitions.

A. Life transitions are to be expected and can be coped with effectively.

B. All transitions can have both positive and negative outcomes.

C. Skills can be learned to better cope with transitions.

D. Observing and evaluating one's own style of managing transitions and using self rewards to achieve goals are important processes in effective coping.

Four groups of specific skills can be taught for coping with transitions.

A. Developing responsive attitudes toward transitions.

B. Building and utilizing support systems.

C. Developing stress management skills.

D. Developing skills in effective decision-making.

Coping skills can be taught most effectively when we pay attention to principles of workshop design.

E. Experiential exercises and discussions relating to these topics were conducted.

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POSTASSESSMENT

ASSESSMENT OF OBJECTIVE 1

Match each of the following terms with the most appropriate definition.

1. career _____
2. change _____
3. cognitions _____
4. coping _____
5. risk value _____
6. self management _____
7. self talk _____
8. stress _____
9. transition _____

a. a self-imposed intervention strategy for personal change

b. a complex cluster of psychological, physical and social responses when the integrity of the organism is threatened, or a condition when the adaptive capacities of the person are taxed.

c. the continuous stream of thoughts or mental images occurring in an individual's mind

d. a process in which an individual expresses a personal awareness of discontinuity in his/her life space and must develop new behavioral responses to cope with the situation

e. a term referring to an alteration in the state of an organism. Denotes a variety of biological, physical or physhological transformations

f. the pattern of activities and experiences that make up a lifetime of work, learning and leisure

g. a numerical indicator of the potential risk involved for a particular consequence

h. an internal dialogue within an individual relating to current decisions and plans

i. problem-solving efforts made by an individual when the demands he/she faces are highly relevant to his/her welfare and tax his/her adaptive resources

ASSESSMENT OF OBJECTIVE 2

Check the four most important assumptions about the nature of change as described in the text (✓).

1. Feelings provide the most valuable cue in evaluating transitional decisions. ____
2. Problematic situations constitute a normal part of life and it is possible to cope with most of these situations effectively. ____
3. The best response to a problematic situation is to ignore it. ____
4. Effective coping skills may reduce the impact of change. ____
5. The impact of change upon an individual primarily depends upon the individual's personality traits. ____
6. Feeling depressed following a change indicates adaptive failure. ____
7. Change can have a positive outcome; this even holds for those experiences we would not have chosen to occur. ____
8. Self-observation, self-evaluation and use of rewards are key processes in coping effectively with career related transitions. ____

ASSESSMENT OF OBJECTIVE 3

Describe an activity you would consider useful in teaching each of the following groups of change management skills to others. Include a brief description of the target population, desired outcome, needed materials, and procedures for carrying out and wrapping up the activity. You may modify an exercise presented in the text or create a new one. Since the skill groups are broad, you may choose to design an activity which teaches a limited aspect of each skill group (such as "goal setting" or "generating alternatives" in decision-making).

Attitudes Towards Change

Developing Support Systems (internal or external)

Stress Management

Decision Making and Implementation

ASSESSMENT OF OBJECTIVE 4

List five important elements of a plan to teach change management skills to others.

1. _____

2. _____

3. _____

4. _____

5. _____

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APPENDIX

LIST OF COPING SKILLS FOR MANAGING TRANSITIONS

1. Attitudinal Skills (Objectives 1, 2, 3)
   - 1.1 The participant mobilizes a personal style of responding to change. S/he:
     - 1.11 Accepts that problematic situations constitute a normal part of life and that it is possible to cope with most of these situations effectively.
     - 1.12 Recognizes the importance of describing problematic situations accurately.
     - 1.13 Recognizes the value and limitations of feelings as cues to evaluate the change event.
     - 1.14 Inhibits the tendency either to act impulsively or to do nothing when confronted with a problematic situation.
   - 1.2 The participant identifies his/her current style of response to change.
   - 1.3 The participant identifies and affirms personal strengths.
2. Skills for building and utilizing emotional support systems (Objectives 1 and 3)
   - 2.1 The participant can utilize/develop internal and external support system. S/he can:
     - 2.11 Provide himself/herself with supportive self-statements.
     - 2.12 Identify his/her emotional needs during times of transition.
     - 2.13 Identify people in his/her life who provide for needs.
     - 2.14 Develop strategies for spending time with those people considered most helpful.
3. Skills for reducing emotional and physiological distress (Objectives 1 and 3)
   - 3.1 The participant is able to practice self relaxation responses.
   - 3.2 The participant is able to practice strategies to control over-stimulation/under-stimulation.
   - 3.3 The participant is able to verbally express feelings associated with his/her experience of transition.
4. Skills for planning and implementing change (Objectives 1 and 3)
   - 4.1 The participant can analyze discrepancies between existing and desired conditions.

4.2 The participant exercises positive planning for new options. To the best of his/her abilities, the person:

4.21 Thoroughly canvasses a wide range of alternative courses of action.

4.22 Surveys the full range of objectives to be fulfilled and the values implied by the choice.

4.23 Carefully weighs whatever s/he knows about the costs and risks of negative consequences that could flow from each alternative.

4.24 Intensely searches the information relevant to further evaluation of the alternatives.

4.25 Utilizes feedback to reassess one's preferred course of action.

4.26 Re-examines the positive and negative consequences of all known alternatives.

4.27 Makes detailed provisions for implementing or executing the chosen course of action including contingency plans.

4.3 The participant is able to successfully implement his/her plans. S/he can:

4.31 Identify stressful situations related to implementing goals.

4.32 Identify negative self-statements which interfere with implementing plans.

4.33 Utilize self-relaxation routines while anticipating the stressful implementation of plans.

4.34 Utilize self-rewards in goal attainment.

4.35 Identify additional skills needed to implement goals (i.e., anxiety management, training in assertiveness, overcoming shyness).

5. Disseminating skills (Objectives 3 and 4)

5.1 The participant presents concepts and teaches coping skills to students and employees.

5.2 The participant adapts coping skills and concepts to his/her clientele in counseling.

COORDINATOR'S GUIDE

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COORDINATOR'S ROLE

The success and effectiveness of this workshop are to a large extent dependent of your effectiveness as a workshop coordinator. Your role here is crucial since the participants depend on you for a worthwhile experience. There are four major tasks you must attend to besides your regular workshop duties.

SET THE TONE

Create a positive atmosphere for the workshop. Have fun and be enthusiastic about what you're all doing. People in the workshop should be relaxed but also alert, interested, and motivated. Inject humor whenever appropriate and let the participants enjoy themselves. Be aware of the sensitive nature of this topic and the potential for defensive behavior. Set the ground rules: there are to be no "put-down" of either self or others.

SET THE PACE

Maintain a proper pace. Try to sense, or even ask, if the workshop is moving appropriately for the participants. If things bog down, ask some leading, open-ended questions. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and participants are getting lost, slow things down and have the group help everyone catch up. Keep the flow smooth at transition points in the Module. Take breaks as you feel they are necessary. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the outline as flexible to some extent.

FACILITATE

Encourage discussion and interaction from participants. Bring out shy people. Don't let aggressive people dominate. Let the group help you. Seek out questions and uneasiness, get them into the open and talk them over. This is especially true for the beginning. Be a trouble-shooter. Watch facial expressions and body language. In summary, be attentive and responsive. Act as a guide in the Module but be careful not to get in the way.

EVALUATE

Make sure participants are headed in the right direction. Keep the group on task. Nudge them when they're not. Judge how well the participants are performing each activity. Encourage and direct them to complete activities approximately. In general, maintain a high quality level in the workshop.

SPECIFIC COORDINATOR FUNCTIONS

PRIOR TO THE WORKSHOP

1. Read and study the Module thoroughly prior to the workshop. Be thoroughly familiar with the participant materials and the Coordinator's guide. It is recommended that you go through this module as a participant before you lead a workshop.
2. Make sure all needed materials are present for the workshop. Check on the availability of such things as name tags, extra paper, chalkboard, and the worksheets used in the sessions. Have a watch or clock available. Make sure the room has chairs and tables appropriate to Module activities.
3. Make sure the room arrangements are appropriate. Since some of the activities are done in small groups, the room should be large enough to accommodate such seating arrangements. Make sure the room is free from unnecessary distractions.

AT THE WORKSHOP

1. Have the necessary materials (name tags, Modules, extra paper, etc.) available for participants as they arrive.
2. Introduce yourself to the participants and them to each other. If you have sufficient time, have the participants introduce themselves to three new people. Ask them to introduce themselves <u>as they were</u> five years ago to the first new person <u>as they are now</u>. Ask them to introduce themselves to the third person as they <u>expect to be five</u> years from now. This will introduce them to concepts of change in their own lives. Briefly explain your background and the role you will play in the Module.

3. Establish the time limits (lunch, when the day ends) and guidelines for the day's schedule. Do your best to stick to these.
4. Follow the instructions in this Coordinator's Guide closely. Make notes whenever appropriate. Don't be too rigid but ensure that the Module is conducted basically as proposed. Paraphrase, don't read, instructions as much as possible. Be sure to include all the pertinent points in the instructions.
5. Enjoy the workshop, participants and yourself.

INTRODUCTION

INTRODUCTION (1/4 HOUR)

INTRODUCTION OF MODULE GOAL AND OBJECTIVES

1. Have the participants read the sections entitled Module Goal, Module Objectives and Introduction.
2. Explain that this module is designed to provide them with concepts and skills to manage change in their work environments. It is also intended that they will be able to develop a plan to teach basic change management skills to their students and colleagues.
3. Review with the participants each of the module objectives.
4. Emphasize that this is a self learning module and that its personal usefulness is in part contingent upon their own contribution of effort. Note that all sharing is to be voluntary, held confidential and that emphasis is placed upon developing more individually satisfying coping skills.

TIME OUTLINE

1. Review with the participants the Module Time Outline.
2. Tell the participants that they will be actively involved in each of the sessions. Each session begins with a text section summarizing the major points to be made. The activities following each introductory text session require that each participant be actively involved. These activities include such things as discussion, writing, presenting, and questioning.

QUESTIONS

1. Ask if there are any general questions that can be answered before the first unit is begun.
2. Tell the participants that they should feel free to ask questions as they arise during the workshop.

UNIT I: PERSPECTIVES ON CHANGE

(1 Hour)

PURPOSE: The purpose of this activity is to help participants become aware that problematic situations constitute a normal part of life and that it is possible to cope with most of these situations effectively. Participants will become aware of age and sex differences in adjusting to change over the lifespan.

TEXT:

1. Have the participants read the text section entitled Perspectives on Change as far as the "Lifeline" exercise. (5 Minutes)
2. Review the text example and instruction for completing the Lifeline. As participants complete the graph, ask them to write down key phrases to answer the three reflective questions on the next page. (20 Minutes)
3. Ask the participants to share their responses to the reflective questions with other participants in dyads. (10 Minutes)
4. Ask volunteers to share their responses to one or more of the questions in a large group discussion. You might write these responses on the blackboard to illustrate the kinds of things that lead to change, are obstacles to change, provide strength in overcoming difficulties. (10 Minutes)
5. Ask the participants to read the remaining sections of Perspectives on Change. Review the key points underlined in the section and answer participant questions. (10 minutes)
6. Discuss how these attitudinal "skills" might be taught to others.

UNIT II: CONCEPTUAL FRAMEWORK

(1½ Hours)

PURPOSE: The purpose of this unit is to provide participants with a theoretical framework for understanding their personal transitions. Additionally, it is intended to provide an awareness of the participant's own style of managing transitions and attitudes that may prove helpful in adjusting to transitions.

TEXT:

1. Have the participants read the text section Change Theory as far as the exercise on Examining a Transition. (5 Minutes)
2. Review the definition of transition and other key points.
   a) The framework suggests that we are influenced by our culture, characteristics of stressful events, emotional support systems and individual coping skills.
   b) Maintaining self esteem seems to be a critical aspect of managing transitions.
   c) The stages of the Hopson diagram illustrate feelings that people often experience during transitions but are not characteristic of everyone. If asked to illustrate, you might select a situation of unexpected teacher layoffs. There might be periods of shock, denial, depression, and letting go followed by attempts to find employment in a new setting while making sense out of the layoff experience. (15 Minutes)
3. The participants are asked to read the introduction to the Examining a Transition exercise. After any questions are answered, the participants are given 30 minutes to write key phrases which answer the questions. If participants are not currently experiencing an identifiable transition, ask them to reflect upon their most recent transitional experience or one which they anticipate. (35 Minutes)
4. Participants share responses in dyads. (20 Minutes)
5. Volunteers are asked to share in large group discussion what they learned about:

a) How they experienced the entry point in transition.
b) How they experienced stress.
c) How they coped.
d) What are important coping skills.
e) What were possible positive outcome to change (15 Minutes).

6. Discuss how you might help students or colleagues conceptualize adjustment to personal transitions.

UNIT III: BUILDING AND UTILIZING SUPPORT SYSTEMS

(1 ¼ Hours)

PURPOSE: This unit provides participants with an understanding of how internal and external support systems can mediate the personal impact of a transition. Through exercises, participants will utilize skills in their current environments. They will also become aware of formalized support systems in their communities.

TEXT:

1. Have the participants read the text Building and Utilizing Support Systems as far as the exercise on changing self-talk. (5 Minutes)
2. Review key points. You might wish to do some cognitive modeling or video cognitive modeling if time and resources permit. (10 Minutes)
3. Have the participants complete the changing self-talk exercise using themes from their own experience and evaluative criteria from the text. After approximately 10 minutes, have them share their exercise with another person. (20 Minutes)

   If you are short on time or feel that your group may feel threatened by the "self-talk" exercise, you might substitute this alternative.

   Imagine that you have just lost your job because of school funding problems. Your unemployment compensation is not sufficient to make ends meet and you decide to ask for food stamps. Try to think of three different things you can say to yourself while standing in line for the food stamps. Each statement should give you a different feeling. Describe the feeling that each self statement would give.

   First statement:

   Feeling:

Second statement:

Feeling:

Third statement:

Feeling:

How would you like to feel, given that you now have a choice to look at your situation from three different perspectives? When you hear yourself beginning a monologue resulting in an undesired feeling, let this be a cue to substitute your chosen self talk that will result in a more desired feeling.

4. Elicit comments from the gathered group about what they learned. Introduce the topic of external support systems. (10 Minutes)
5. Now have the participants continue in the text through the exercise on identifying supportive people. If there are no questions, have the participants complete the exercise. (15 Minutes)
6. Discuss the exercise in a large group. Key points include:
   a) There are people in our current environment who are supportive and whom we would like to spend more time with each week. Other people who we had thought were supportive may not be as supportive upon reflection. Everyone will probably come up with individuals they would like to spend more time with each week.
   b) Discuss how they might go about planning to spend more time with these people. Some people may wish to spend less time with certain people to decrease their impact.
   c) Notice that different individuals may meet different needs. Some may be good listeners while others are challengers, mentors, someone to have fun with or share companionship, etc.
   d) People may be interested in formal support systems such as divorce or widow groups. It would be helpful to know how to locate these formal support groups in your community. (15 Minutes)

7. Discuss how you might help students or colleagues build and utilize internal or external support systems.

UNIT IV: REDUCING DISTRESS AND MANAGING STRESS

(1¼ Hours)

PURPOSE: The purpose of this unit is to acquaint participants with the role of stress management in managing transitions. Participants will also be introduced to various methods for controlling emotional and physiological distress.

TEXT:

1. It is suggested that the participants be allowed ten minutes to read the introductory on The Nature of Stress to the section on Management of Stress. Allow about two minutes for discussion and answering questions. They should be cautioned not to get off into quibbling about definitions and causative theories here. The basic goal is to review a bare background of concepts about stress for the skills training to follow. (12 Minutes)
2. Ask participants to read the introduction of Management of Stress and part 1 - Muscle Relaxation. A brief demonstration may be needed here if this is the first time participants have encountered relaxation training. The distinction between awareness of tension through tensing and release contrasted with self-messages to relax should be made. Allow five minutes for reading, seven minutes for demonstration, and 25 minutes for the activity. If time allows, conduct a brief total group discussion on this activity. (37 Minutes)
3. Ask participants to read the section on Breathing and check to determine if the instruction in the module are clear. Ask them to choose partners to discuss their reactions to the experience for three minutes each. If time allows, discuss with the entire group how breathing activities fit with larger meditational systems such as Zen and Yoga. (11 Minutes)

4. Ask participants to read the section on Clarifying and Prioritizing and Self Messages. Answer any questions that arise. Refer to the earlier section on self talk in Unit III. (10 Minutes)
5. Ask participants to spend five minutes alone time to summarize this unit. What is your chosen method of stress management and how is it functioning? What new methods are needed? How might stress management skills be taught to others? (5 Minutes)

UNIT V: DECISION MAKING AND IMPLEMENTATION

(2 ½ Hours)

PURPOSE: This unit provides participants with concepts and skills to initiate an action plan for moving through a tran - sition. It emphasizes goal setting, decision-making and developing strategies for implementing plans.

NOTE: 1) Expect that participant may find this unit difficult. The unit is long and often requires participants to come close to committing themselves to difficult personal goals. Stress the importance of the decision-making process. Many participants rate this as the most useful unit of the module. (2) If participants do not have a personal transition to explore in this unit, ask them to select a hypothetical situation to use in the exercises. They will be unable to complete the exercises if they do not have goals.

TEXT:

Introduction and Goal Setting (35 Minutes)

1. Have participants read the text subsections Introduction and Goal Setting as far as the exercise on turning complaints into goals. (5 Minutes)
2. Review the key points.
   a) Transitional decisions are especially difficult to make because they are often emotionally laden and involve high risk.
   b) Although a number of decision-making styles exist, we will emphasize rational decision making. We prefer its systematic and dependable methods.
   c) To initiate change, we must learn to analyze discrepancies between existing and desired conditions. We can do this by translating complaints into goals.
   d) Review the text example of turning complaints into goals. (5 Minutes)

3. Have the participants complete the exercise of turning complaints into goals. (10 Minutes)
4. Have each person choose a partner to help in formulating observable and time limited goals. You might walk among the groups and "trouble-shoot" difficulties. (10 Minutes)
5. Answer any questions related to this exercise. (5 Minutes)

Planning Alternatives (20 Minutes)

1. Have participants read the subsection Planning Alternatives. (5 Minutes)
2. Briefly review the importance of canvassing a wide range of alternative courses of action. Also, review the rules of "brainstorming". Make sure each person has selected a goal to pursue. (5 Minutes)
3. In dyads, ask each group to brainstorm at least ten alternatives for reaching each participant's goal. Again, walk around the small groups to troubleshoot any difficulties. (10 Minutes)

Selecting a Course of Action (50 Minutes)

1. Have each participant read the subsection Selecting a Course of Action. (5 Minutes)
2. Briefly review the key points underlined in the text. Review the sample exercise so that participants understand their instructions. (5 Minutes)
3. If time permits, have participants complete all three decision-making grids. Ideally, they should complete this process for all alternatives. Since this would be too time-consuming for this module, you may want to limit them to one or two grids. If so, emphasize the importance of learning this selection process. Encourage them to complete unfinished grids at a more convenient time. (30 Minutes)
4. Ask participants to share a grid with a partner. The partner may wish to suggest other gains, losses or resources not taken into account. (10 Minutes)

Developing Strategies (25 Minutes)

1. Have participants read the subsection Developing Strategies through the sample exercise. (5 Minutes)
2. Briefly review the key points underlined in the text. Also, review the sample exercise. (5 Minutes)

3. Ask participants to complete the exercise on developing strategies to reach their goals. (10-15 Minutes)
4. Have each participant share with a partner or have a general discussion of rewards used and difficulties. (10 Minutes)

Implementation (10-15 Minutes)

1. Ask participants to read the subsection Implementation.
2. Review the key points underlined in the text. Review responses to discussion questions that arise. (15 Minutes)

Discuss alternative methods of teaching decision-making skills to others.

UNIT VI: TEACHING OTHERS ABOUT MANAGING TRANSITIONS

(1½ Hours)

PURPOSE: The purpose of this unit is to develop skills in designing a learning event to manage a life transition. Since education personnel vary considerably in their experience with design of special learning events, it would be well to determine with probing questions the experience level of the group and to adapt this unit accordingly. Beginners should do the best they can realizing that the activity suggested cannot be completed to performance standards in the time allotted. However, the seven Design Guidelines should be emphasized.

TEXT:

1. Ask participants to read the section Introduction and the seven steps in the Guidelines for Design. (20 Minutes)
2. Conduct a discussion of the Guidelines. Clarify and amplify points according to judgment of the group's needs and the specifics of their questions. (10 Minutes)
3. Ask participants to spend 20 minutes alone outlining a design for their anticipated learning event. Examples are given in the text; but more relevant suggestions might be given by the coordinator who knows a particular group. Give time warnings at ten and last five minutes points. Be prepared to deal with expressions of frustration over an uncompleted task. (20 Minutes)
4. Ask the group to form trios to discuss their plans. Total time is 30 minutes. Caution participants to share the time equally and to give helpful feedback on their plans according to the criteria given in the text. (30 Minutes)
5. Emphasize the necessity to redesign their learning event on the basis of feedback received. If time allows, some alone time can be assigned at this point. If not, it is suggested as homework for those facing the prospect of conducting an event in the near future. Reassemble the group for 10 minutes to discuss their learnings from this unit on design. (10 Minutes)

ASSESSMENT CRITERIA

OBJECTIVE 1

The correct answers to the matching questions are:

1. f	6. a
2. e	7. h
3. c	8. b
4. i	9. d
5. g	

The participant should get 8 out of 9 of these correct. Review missed items with each participant.

OBJECTIVE 2

The four most important assumptions as described in the text are 2, 4, 7, and 8. Briefly, the other responses are incorrect because:

1 - Feelings should be considered along with other salient information about one's environment. See p. 21 of Module.

2 - From the Module perspective, it is better to make a decision about how you want to respond to a problematic situation, rather than simply ignoring it. See p. 21 of Module.

5 - The impact of change upon an individual depends on a variety of factors. Little evidence exists for primarily linking response to personality traits. See Unit 11 of Module.

6 - Feeling depressed is a common component of experiencing a transition. See p. 19 of Module.

OBJECTIVE 3

Each activity should include a brief description of the:

1. Target population

2. Desired outcome
3. Needed materials
4. Procedures for carrying out and conducting a wrap-up of the activity.

Participants must list an activity for each of the four skill groups and may design an activity to teach a particular aspect of each skill group. The desired outcome should be stated.

OBJECTIVE 4

Any of the following points should be considered as a correct response.

1. Consider the nature and readiness of the target audience.
2. Decide on the concepts and skills to be taught.
3. Construct objectives and specified outcomes.
4. Plan a general format.
5. Decide on a teaching/learning strategy.
6. Develop a learning plan.
7. Write an implementation plan.

Participants should list at least 4 elements correctly. If you are in doubt as to the adequacy of a response, review the elaborations on these elements in Unit VI of the Module.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four-page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.